

STRATEGIC PLAN SUMMARY

In 2001, after the opening of the museum's newly-renovated building and the completion of its Capital Campaign, the Board of Directors set out to identify high-priority goals that would ensure the organization's ongoing success. After generating ideas at a day-long retreat and a series of Long Range Planning meetings, Board members and staff solicited the input of area schools and museum members.

Select community members and school representatives (including home school instructors) were invited to attend a series of forums at the museum, in which they were asked to identify their needs and indicate how they believed Amazement Square could best serve the community. A tentative description of the working Long Range Plan was then prominently displayed in the museum lobby where museum members and visitors were encouraged to offer feedback.

With the ideas and suggestions of the community and with the expertise of the Board and staff, a Long Range Plan was developed for the years 2001 – 2004 and was approved by the Board of Directors in September 2001. Major components of the approved plan include the following:

Financial Security:

- Establish an Annual Giving Program for Board members, individuals and corporate contributors
- Increase membership and attendance goals to reflect the regional impact of the museum
- Establish an endowment of \$5 million (by 2008)

Visibility/Marketing:

- Present and promote a consistent positive image to both the region and state
- Develop an interactive and user-friendly webpage to keep members informed and to attract visitors from outside the area
- Increase the viability and profits of the museum's Gift Shop
- Develop an evaluation process for visitor feedback
- **Continue the development of broad-based community involvement and partnership with other organizations and colleges in the region**

Governance/Administration/Volunteers:

- Ensure the continuation of an active, dynamic, Board and increase diversity in Board and staff
- Support a competitive compensation and benefits package for staff
- Create staff development opportunities to increase efficiency and enhance work environment
- Continue to develop assessment tools for staff evaluation and management success
- Develop quality adult and youth volunteer programs
- Make volunteer program a springboard for young people to get into work force

Exhibits and Programs:

- To better ensure high-quality exhibits and programs, develop an assessment plan and a process for visitor feedback
- **Create exhibits and programs that appeal to a broader range of visitors; develop exhibition and programmatic themes of regional and national interest**
- Enhance the Sponsored Admissions Program to include scholarships
- **Accommodate children with special needs in all exhibits and programs**
- **Continue the development of strong outreach programs, including programs that provide unique educational opportunities for underserved communities, specifically children with special needs**

Facilities:

- Ensure the proper maintenance of the museum building
- Assess the need for future physical expansion and plan for its implementation
- Continue to encourage Board involvement in the riverfront revitalization process

By the end of 2003, one year before the museum planned to evaluate the results of its first operating Long Range Plan, nearly all identified goals in the Plan were successfully met. Amazement Square's financial success to date and its ability to create a significant operating reserve fund during a financially difficult period for many nonprofit organizations is a reflection of its management's aggressive but responsible fundraising and operating approach (please see enclosed financial statements).

With more than 300,000 visitors over the past three and a half years and with more than 4,500 members, the museum has exceeded its original attendance goal, which was approximately 45,000 visitors per year (the total population of Lynchburg is slightly over 66,000; the surrounding five counties is approximately 215,000). This is, in part, due to the fact that the museum continues to increase its visibility by developing new outreach programs and unique partnerships with other regional organizations. Amazement Square's partnership with the Laurel Regional School, a school that serves students from five different counties, is an excellent example of its ability to increase visibility through outreach programs and partnerships.

Amazement Square has made a commitment to establishing a staff development fund which has enabled senior staff to annually attend local workshops and national conferences related to their field. In 2002, 2003 and 2004, members of the museum's Education Department attended a national VSA arts conference in Minnesota, a special workshop in Washington D.C. and the annual ACM conference to learn how to incorporate the arts in the learning curriculum of students with disabilities.

The museum's Volunteer Program has become a tremendous success, giving individuals of all ages the opportunity to participate in a number of museum activities, including gallery interpretation, special events and exhibit maintenance. Amazement Square maintains a close relationship with several of the local colleges and offers internship opportunities to students of all interests and backgrounds. Students in Lynchburg College's Department of Special Education, for example, work with museum staff to receive training in their field through their involvement in the *Everyone is Special* Partnership Program.

The museum has been most successful in meeting its goals to develop exhibitions that appeal to a broad range of visitors. From *Everyone is Special*, which aimed to educate the public about the lives of individuals with special needs, to *The Amazing Adventures of Lewis & Clark*, exhibitions in the museum's Changing Gallery have covered a wide range of topics and attracted a significant number of individuals from throughout the region. Presently, museum visitors can enjoy a traveling exhibition developed by Brooklyn Children's Museum in this gallery. Amazement Square was selected by the Association of Children's Museums and the Freeman Foundation as one of ten children's museum nationwide to host the exhibition, *Japan & Nature: Spirits of the Seasons*.

Because not every family is able to take advantage of the museum's in-house activities, Amazement Square continues to make reaching these families one of its top priorities. With the museum's *Sponsored Admissions* Program, inner city and underserved communities that might not otherwise have the ability to come to the museum are able to enjoy the programs and activities free of charge. Since 2001, more than 35,000 individuals have benefited from this program.

Another way Amazement Square ensures that all families benefit from its unique, hands-on learning philosophy is through its wide range of mentoring and outreach programs. For example, the *Everyone is Special* Partnership Program and the *CityArts* Mentoring Program focus on two different target audiences that have been identified as underserved communities. While *Everyone is Special* aims to improve the educational, social and recreational opportunities available to students with special needs, *CityArts* strives to enrich the lives of inner city and underserved students, ages 12 through 18, through the creation of outdoor public art.

With the major goals of the Long Range Plan having been met, Amazement Square's Board of Directors and staff have been working together with the community to finalize a second plan for the years 2005 – 2008. The major issues that are being addressed in this plan are: 1) Ensuring long-term financial security 2) Maintaining and expanding upon successful exhibition and programmatic concepts 3) Continuing to encourage staff and volunteer development through innovative approaches 4) Managing the timeline for expanding into the a newly-acquired 16,000 square foot building located directly behind the museum.

NARRATIVE

1. Project Design

Phase 1: Preliminary Research & Planning. A report issued in 2000 by the United States Department of Education states that while students with disabilities who are not mainstreamed into the public school system are more likely to receive the individual attention required to help them physically and mentally cope with their disability, they have less opportunity to participate in recreational and extracurricular activities necessary for developing adequate social interaction skills and to be integrated into mainstream society.¹

Unlike students with disabilities who are mainstreamed into the public school system, students of the Laurel Regional School, who suffer from severe mental and physical disabilities such as mental retardation, autism, cerebral palsy and Cornelia Delaine Syndrome, have few opportunities to interact with the general public or to participate in simple activities like field trips, recess, or even physical education classes. Due to the severity of their condition, these kinds of activities often require resources and funding that are not made available to them.

While local agencies like the United Way of Central Virginia annually commit more than 23% of their funds to programs that support individuals with disabilities, the Laurel Regional School does not receive any of this support and with limited resources, continues to face the challenge of encouraging personal growth, increasing educational achievement and promoting inclusion for individuals with special needs.²

Guided by the belief that children of all ages, backgrounds and abilities deserve the opportunity to experience the joy of creative expression and hands-on, interactive learning, in 2003 Amazement Square and the Laurel Regional School launched the *Everyone is Special* Partnership, an ongoing partnership that strives to ensure that students with special needs are able to grow and develop to their fullest potential.

In preparation for the *Everyone is Special* Partnership, in 2001 Amazement Square began researching various national programs offered to individuals with special needs. As a whole, children's museums have taken a leadership position in creating programs that benefit at-risk youth and various other underserved communities. Few children's museums, however, play a role in developing programs designed to meet the needs of one underserved community in particular—individuals with disabilities.

Moreover, there have been few documented programs among children's museums that educate the general public about disabilities. While the Children's Museum of Boston offers teaching kits that promote disability awareness in classrooms (based on a traveling exhibition that was created in the 1990's and is no longer in circulation), for which a rental fee is charged, individuals with special needs do not actually benefit from these classroom programs. Findings showed that most organizations that provide services for individuals with disabilities, while dedicated to the inclusion of the disabled, do not offer programs suitable for individuals with severe and profound physical, mental, and cognitive disabilities, such as the students who attend the Laurel Regional School.³

Programs that serve individuals with special needs generally have a narrow focus, highlighting only one subject or discipline. VSA arts, for example, an international organization affiliated with the Kennedy Center, offers learning opportunities to individuals with disabilities only in the arts. While the performing, visual and literary arts have proven to have a positive impact on individuals with special needs, Amazement Square and the Laurel Regional School have set out to incorporate a more comprehensive, multidisciplinary approach to the *Everyone is Special* Partnership, placing an emphasis not only on the arts, but also on health awareness, and everyday activities such as gardening, cooking and recreational activities.

Phase 2: Programmatic Sampling & Evaluation. With this philosophy in mind, sample programmatic activities of the partnership were developed and implemented in the 2003-2004 school year, during which time Amazement Square's Education Staff were able to determine the most effective methods of communicating

¹ Fiore, Thomas. "Charter Schools & Students with Disabilities: A National Study." *US Charter Schools* (2000). 1-6pp. Online. Internet. 10 Oct 2001.

² McBratney, Sisson. "Fund Allocation." *United Way of Central Virginia* (2004). Online. Internet. 6 June 2004.

³ Based on Amazement Square's Education Department's research on children's museums throughout the United States, including Brooklyn Children's Museum, The Children's Museum of Indianapolis, The Children's Museum of Boston, and The Children's Museum of Houston.

with students, as well as more fully understand each student's individual needs and interests. Sample workshops were divided into four thematic units and the following objectives and activities were identified for each unit:

Unit 1: Who am I?

Objective: Through various art activities, students make distinctions between people who play different roles in their lives and build self esteem as they discover just how unique they are.

- Take a Look at Me! – class video interviews
- How do I Feel? – creative movement activity
- My Family is Special! – family collages
- Meet My Friends! – puppet activity

Unit 2: Take Care of Yourself!

Objective: Students gain a sense of independence as they learn to make simple meals and begin to recognize the importance of a well-balanced diet and exercise in maintaining a healthy lifestyle.

- Eat to Win – making a meal
- Bus to Move! – creative movement activity
- No Junk Food Allowed! – junk food advertisement collage
- Take a Look at Me! – Chuck Close finger paint self-portraits

Unit 3: Discover Central Virginia!

Objective: Students explore various elements of the region's nature and culture, and begin to understand the totality of their surroundings.

- Magnificent Mountains Climbing Activity – creative movement and art activity
- Taming the James – water activity, animal paw prints in clay
- How Do We Get Around? – transportation movement activity
- Central Virginia Quilt – art activity

Unit 4: Sizzling Summer Time!

Objective: Students learn about what makes summer time unique as they explore the sun, sand and even gardening.

- Sensational Sun! – light-sensory activity
- Riding the Waves! – water and sand activity
- I Love Beach Music! – music and dance activity
- How does your Garden Grow? – plant potted flowers

Phase 3: Museum Visitation. One of the driving philosophies of the partnership is the importance of giving individuals with special needs the opportunity to socially interact with and be accepted by mainstream society. Through biweekly visitations to the museum, this objective is met.

As a way of progressively orienting the students to the environment of the museum, during each student's first year of participation in the program, visitation is in a controlled environment on Mondays, when the museum is closed to the public and the activity of other visitors cannot over stimulate them. As they become more comfortable in the museum's environment, in the second year of their participation in the program, they are able to visit during regular hours so that they are able to interact with other children and develop critical social interaction skills.

To help ensure that the museum's visitors would be receptive to children with severe disabilities, in October 2002, one year before the launching of the *Everyone is Special* Partnership, the museum, in collaboration with Lynchburg City Schools, ARC of Central Virginia, the Center for Independent Living, Lynchburg College and selected members of the community with disabilities, opened a year-long exhibition (*Everyone is Special*) that emphasized the importance of gaining a better understanding of disabilities and those who live with one. Through various simulation exercises and activities, visitors were able to experience the world as someone

with a hearing, visual or physical impairment and were able to understand that a disability label is not a defining characteristic of one's personality, but a medical diagnosis.

In 2003, during the testing period of the various concepts and programmatic activities for the partnership, the positive impact of the museum's hands-on, interactive environment became immediately apparent (please see enclosed photos). Laurel School students enjoyed the opportunity to explore basic musical concepts on real instruments in the museum's *Listen to the Rhythm* exhibit. They also enjoyed learning about different types of farm animals in the *Big Red Barn* and expressing themselves artistically in the free and open environment of the *Paint Box*, where they are encouraged to paint on glass walls.

The museum's Virtual Reality Holopod Exhibit, which enables participants to create musical sounds, artistically express themselves, and understand cause-and-effect through creative movement and physical activity, had an immediate and profound impact on the Laurel School students. Amazement Square and the Laurel Regional School envision the Holopod as a wonderful tool in encouraging students to communicate using alternative methods and plan to create programs designed specifically for individuals with disabilities for the 2006-2007 program.

Phase 4: Program Implementation. After a full year of sampling and evaluating various programmatic concepts and activities, Amazement Square and the Laurel Regional School were able to create a curriculum and set of goals for the partnership's first full year of implementation. Based on results from both formal and informal assessments, the 2004 -2005 annual programs expanded upon some of the concepts introduced in the prior year, following the same standard format: 1) a clearly defined objective 2) focus areas 3) project methods 4) materials 5) formal and informal assessments by Laurel School teachers and Amazement Square education staff.

The following programmatic activities have been identified for the 2004-2005 school year, which are currently taking place on a bi-weekly basis in two-hour sessions both at Amazement Square and the Laurel School on a rotating basis:

Unit 1: The Olympics

Objective: Students begin to understand the concept of sport and competition as they experience the excitement of the 2004 Summer Olympics through hands-on crafts and various multi-sensory activities.

- What's the Olympics? – make a torch, medal and flag
- Fit for the Olympics – make a meal using all four food groups, understanding nutrition
- Olympic Competition – students warm up and participate in various exercises and activities
- Awards Ceremony – students receive medals during a special Olympic Awards Ceremony

Unit 2: Celebrate Japan!

Objective: Students learn basic world geography, differentiate between seasons and experience aspects of Japanese culture through Amazement Square's traveling exhibition from the Brooklyn Children's Museum, *Japan and Nature: Spirits of the Seasons*.

- Japan in the Fall – fall festival procession, make a mikoshi, dress as drummers and beat on drum
- Japan in Winter – Shogatsu- Fuku Waria, Shogatsu cards, Japanese meal in eating room with chopsticks and sushi
- Japan in Spring – kimonos, calligraphy, school animal puppet show, Children's Day celebration with carp windsocks
- Japan in Summer – fishing, catching bugs, camping, bug rubbings

Unit 3: My Country

Objective: Students learn the geography of the United States as they experience the culture of major American cities through music, arts and crafts, food, and creative movement

- New York City – Broadway music and costumed dramatic play, pretzel and Italian sausage craft, costumed Statue of Liberty simulation, Empire State Building craft
- Washington, D.C – Patriotic music, marching on Washington activity, hot dogs, apple pie, Supreme Court Justice costumed dramatic play activity

- Seattle – Seattle rock, coffee bean craft, decaffeinated coffee-flavored food and drink, dramatic play with rain
- Los Angeles – Beach Boys music with surfing simulation, Spanish words and music, Pacific Ocean and mountain crafts, Lakers basketball game simulation

Unit 4: Out of this World

Objective: Students are introduced to the concept of outer space

- Planets – planet song, planet mobiles, planet costumes with dramatic play
- Stars and Moons – follow the Drinking Gourd Story, drinking gourd activity, orbiter planetarium, stars and moon snacks
- Rockets – rocket songs, make a straw rocket, make a capsule rocket, moon rocks from NASA
- Living in Space – space food, sleep in space, exercise in space, space ice cream, writing in space, personal hygiene in space

Phase 5: Incorporating Adaptive Technology. While at the current phase in the partnership Amazement Square and Laurel School staff use mostly traditional methods of communication in interacting with students (such as Braille, textures, sign language, pictures, scents, gestures and hand-over-hand guidance), with appropriate funding, the museum and Laurel School plan to incorporate experimental communication methods through adaptive/assistive technology. Adaptive technology equipment has proven to have a lasting and positive impact on individuals with special needs.⁴ This equipment, while costly, will no doubt play a critical role in furthering the partnership's goals.

One of the main priorities of the partnership is to create a multi-sensory environment based on the Snoezelen Concept. The Snoezelen Concept has proven that using various adaptive technologies in controlled, multi-sensory environments has a positive impact on individuals suffering from disabilities such as dementia, autism, and other challenging conditions. Time spent in this type of environment has been shown to increase concentration, alertness, calmness, and general awareness of the surrounding world. For those with self-injurious or autistic behaviors, the gentle stimulation has a soothing effect and helps relieve agitation and promote relaxation. Individuals with perceptual difficulties appear to gain pleasure from the visual, auditory, and tactile experiences.

Various equipments are needed to create this type of effective environment, including: 1) a Snoezelen Effect Projector, Wheels, and Wheel Rotator, which work together to project light and simulate a wide range of effects, such as sunlight, fireworks, clouds, seascapes, dawn, wilderness and different shapes. 2) Switches (such as Water Bubble Columns or Adaptive Musical Instruments) that teach cause and effect and allow an individual to control items within his or her environment 3) A Textured Wall consisting of usually fifteen different textures to provide a variety of different tactile sensations. Aromatic items and food that cause pleasing sensations are also essential to creating an effective multi-sensory environment.⁵

In addition to the multi-sensory environment, it is the partnership's goal to attain other adaptive technology that help disabled and non-ambulatory individuals express themselves artistically and participate in everyday activities, such as gardening. With chalk and paint rollers that are attached to wheelchairs and walkers, individuals with special needs can paint murals, make prints and engage in pogo painting.⁶ Compact, mobile gardens (such as the CelluGro Therapy Garden) give all participants regardless of physical limitations the opportunity to garden.⁷ No doubt, incorporating these various adaptive technologies into the *Everyone is Special* curriculum will provide new and stimulating experiences for students that otherwise would not be possible.

2. Grant Program Goals

⁴ "How to Evaluate and Select Assistive Technology." *The Arc* (1994). 4p. ERIC Document Reproduction Service.

⁵ Baker, Lisa. "Multi-sensory/Snoezelen Rooms." *The Resource Foundation for Children with Challenges* (1997). 1p. Online. Internet. 12 August 2002.

⁶ Anderson, Myrna. "How a Festival Favorite was Born." *Zot Artz: Arts for All* (2001). 1p. Online. Internet. 12 August 2002.

⁷ Lucrative Media, Inc. "CelluGRO Therapy Garden.." *CelluGRO Technology* (2002). 1p. Online. Internet. 15 August 2002.

As the *Everyone is Special* Partnership is a program that actively engages Amazement Square with another community-serving, educational organization, and as it furthers the museum's goal to serve the special needs community, it best matches the Museums for America goal, "Serving as Centers of Community Engagement."

3. How the Project fits into Strategic Plan and Mission

The concept of the *Everyone is Special* Partnership is an extension of Amazement Square's educational philosophy, and its focus is rooted in programmatic ideas developed during the formative years of the museum. From Amazement Square's inception, the Board of Directors of the museum has been committed to providing unique, hands-on learning opportunities for children of all backgrounds and abilities, including those with special needs. The museum has also been committed to serving the community through innovative outreach and mentoring programs.

The museum's commitment to the *Everyone is Special* Partnership is reflected in the number of years it has spent researching, developing and implementing various programmatic components of the partnership and its complementary exhibition. It is also reflected in the financial commitment it has made to the partnership to date. A provision of the museum's Capital Campaign allocated funding specifically for the development of an exhibition and complementary programs that provide educational opportunities for individuals with disabilities. As an important component of the museum's Long Range Plan and as a part of the museum's \$5 million endowment goal, the museum is establishing a \$500,000 fund in support of ongoing programmatic activities that serve underserved and special needs youth.

Given that children's museums have taken a leadership position in creating programs that benefit at-risk youth and various other underserved communities, Amazement Square envisions that the success of the *Everyone is Special* Partnership will inspire the children's museum field to expand its initiatives and create programs that also serve individuals with disabilities. With charter schools and organizations that serve individuals with disabilities located in communities throughout the United States, children and other museums could successfully implement a partnership program to help improve the educational and recreational opportunities available to individuals with special needs. The benefits of creating such a partnership are far reaching in that it not only has a positive impact on individuals with special needs and their families, but also promotes acceptance and inclusion among the general public.

To promote the concept of the *Everyone is Special* Partnership to other children's museums as a potential model, Amazement Square plans to create a comprehensive publication after the program's third full year of implementation that documents how and why the program was developed, the impact it has had on both the general public and individuals with disabilities, and how similar partnerships can be fostered in other communities.

To help further educate the public about disabilities and the challenges one faces when learning to live with one, Amazement Square offers Disability Awareness Workshops to companies and businesses in the area to help sensitize their staff with firsthand experience of what it is like to have a visual, hearing, speech or orthopedic challenge. Several organizations, including Central Virginia's Department of Human and Social Services, have benefited from these workshops. In November 2004, Amazement Square was invited by a community organization to lead its disability sensitivity training seminar in the Virginia Beach area.

4. Strategic Plan: Process and Financial Resources

The development of Amazement Square's Long Range Plan began with a day-long retreat, which was attended by both the Board of Directors and museum's senior staff. The purpose of the retreat was to form a unified vision of the museum's future by identifying high-priority and low-priority goals based on the museum's mission, and to generate ideas for how to go about reaching those goals. What was discussed at the retreat was used to create a "wish list" for the museum, which was separated into two categories, low and high priority. This wish list was then fine tuned through a series of Long Range Planning meetings, at which several Board members and senior staff members were present. Board and staff worked together to create a first draft of the Long Range Plan.

The first draft was reviewed in a series of community forums, which all interested teachers, school administrators and other school representatives, as well as several community activists, were invited to attend. Based on their suggestions and feedback, changes and revisions were made to the Long Range Plan and it was then displayed in the museum's lobby so that museum visitors and members could offer feedback. The final draft of the Long Range Plan was approved by the Board of Directors in September 2001.

5. Appropriateness of Project for Institution, Audience

The *Everyone is Special* Partnership has been developed and implemented for students attending the Laurel Regional School, who are of all races and ethnic backgrounds, both male and female, ages 4 - 21, and who have a wide range and severity of mental and physical disabilities. 80 students from the surrounding five counties attend the Laurel School. The total population of Lynchburg and the surrounding five counties is 281,421, 65% of whom are Caucasian and 25% of whom are African-American. Collecting data to determine the number of individuals with special needs in the region poses somewhat of a challenge, as many schools and families prefer not to make this information public.

Due to the diversity, multiplicity and different degrees of severity of the students' disabilities at the Laurel Regional School, programmatic activities of the partnership have been created to address both group and individualized needs. Research conducted by Amazement Square to determine the need for developing a partnership like *Everyone is Special* is more clearly defined under the Design category of the Narrative.

6. Project Resources: Time and Budget

Since the museum has established this partnership as an extension of its ongoing outreach efforts, and since it is directly linked with the school's already established schedule, the time allotted for this project is both appropriate and manageable.

As indicated in the Budget Justification, Amazement Square's commitment to this project began at the inception of the organization, when it included creating an exhibition on the theme of *Everyone is Special* in its Capital Campaign. With the success of the *Everyone is Special* exhibition, the museum has incorporated this partnership as a component of its outreach activities. In 2001-02, the museum secured two grants for \$60,000 from Centra Health of Central Virginia and GE Financial as seed money for this program its supporting exhibition (for which funding was secured through the museum's Capital Campaign). Since 2003, Genworth has been supporting the partnership through an annual \$25,000 grant. Moreover, \$500,000 of the museum's endowment goal has been allocated to support this partnership.

7. Project Resources: Personnel and Technology

Amazement Square's Education Department will conduct bi-weekly outreach programs at the Laurel School. Though a number of gallery staff and trained volunteers will participate in facilitating the program during the Laurel School students' museum visitations, the key educators and mentors in the program are:

Shawne Farmer, Director of Education at Amazement Square. Ms. Farmer, Director of Education at Amazement Square, received her Masters in Teaching and Secondary Social Studies, and has considerable experience working as an educator for students with special needs. She was the Education Coordinator in charge of all school programs at Thomas Jefferson's Poplar Forest prior to joining the museum, where she took the initiative to modify school programs to better meet the needs of students with disabilities. She has had nine years of teaching experience at the high school level, which entailed her working with a variety of special needs students who were mainstreamed into the public school system. As Amazement Square's Director of Education, Ms. Farmer has developed and coordinated 25 hands-on school programs that are based on the Virginia SOL curriculum, including a school tour on disability awareness and sensitivity, as well as organized the museum's exhibition, *Everyone is Special*, in preparation for the Laurel Regional School partnership. To become more familiar with the various ways that art can develop a disabled student's creativity, social skills and emotional awareness, the museum's Director of Education attended VSA's Arts in Learning Institute at the Brooklyn Center in Minnesota in June 2003.

Patricia Ferington, Director of Laurel Regional School. The Director of the Laurel Regional School, Ms. Patricia Ferington, has had more than 35 years of experience working with individuals with disabilities in a variety of

settings. With a Masters in Education she has worked with both children and adults with all types of disabilities, including mental retardation, mental illness, traumatic brain injury and physical disabilities. The former Executive Director of The ARC of Central Virginia, an organization whose mission is to act as an advocacy organization for individuals with mental retardation, Ms. Ferington became the Director of the Laurel Regional School in 1995. Ms. Ferington will be working with the museum's Director of Education in the planning, development and implementation of the partnership program, as well as teacher training and workshops for program facilitators.

Sarah Hamilton, Outreach & School Tour Coordinator at Amazement Square. Working under the supervision of the Director of Education, Ms. Hamilton schedules, coordinates and facilitates the museum's 25 different school tour programs and various outreach programs. She has played an active role in assisting the Director of Education in developing and facilitating programming for the *Everyone is Special* Partnership during the 2003-2004 school year. With a B.S. in psychology, Ms. Hamilton has a natural interest in working with individuals with disabilities, which is reflected in her previous work with Presbyterian Home and Family Services. Ms. Hamilton will help facilitate programmatic activities for the Laurel School students and assist the Director of Education in researching and developing new techniques and goals.

Mort Sajadian, PhD, Executive Director & CEO at Amazement Square. As the project director, Dr. Sajadian, the Executive Director and CEO of Amazement Square, will oversee the administrative and budgetary components of the *Everyone is Special* Program, as well as participate in fundraising activities in support of the partnership program. With more than 18 years of university and private museum experience, as well as experience in developing model mentoring programs for at-risk youth, he will also play an active role in developing community awareness for the program. During his tenure at the Seattle Children's Museum, he was directly involved in the development and implementation of a special outreach program for underserved communities, for which the museum was recognized nationally in the President's report, *Coming Up Taller: Arts and Humanities Programs for Children and Youth at Risk*, 1996.

Melissa Smith, Program Coordinator at Amazement Square. With a B.A. in History from the College of Charleston, Ms. Smith, working under the supervision of the Director of Education, develops, coordinates, implements and facilitates the museum's various in-house programs, events and workshops. She played an important role in assisting the Director of Education in the designing of the *Everyone is Special* program curriculum and helped facilitate the programmatic activities during the 2003-2004 school year. Ms. Smith will help facilitate programmatic activities for the Laurel School students and assist the Director of Education in researching and developing new techniques and goals.

Merrill Plumer Tolbert, Professor at Lynchburg College. Professor Tolbert has provided educational services for students of all abilities both inside and outside the classroom, including working with museum staff during the preliminary planning phase of the project. Currently, Professor Tolbert teaches courses at Lynchburg College on improving teacher effectiveness in classrooms with children with special needs. Professor Tolbert has served as the Director of Camp Skylark, a program that serves preschool students with severe disabilities and has had considerable experience in training parents and teachers how to communicate with children with special needs. As a consultant for the *Everyone is Special* Partnership, she will work with museum staff to train Lynchburg College Special Education students as interns for this program, as well as work on the assessment needs of the program and the final publication.

Project Budget Form

SECTION 1: SUMMARY BUDGET

Name of Applicant Organization Amazement Square, The Rightmire Children's Museum

IMPORTANT! READ INSTRUCTIONS ON PAGES 3.4-3.5 BEFORE PROCEEDING.

DIRECT COSTS

	IMLS	Applicant	Total
SALARIES & WAGES	<u>16,100</u>	<u>52,400</u>	<u>68,500</u>
FRINGE BENEFITS	<u>1,288</u>	<u>6,812</u>	<u>8,100</u>
CONSULTANT FEES	<u>6,000</u>	<u>2,000</u>	<u>8,000</u>
TRAVEL	<u>4,000</u>	<u>2,952</u>	<u>6,952</u>
MATERIALS, SUPPLIES & EQUIPMENT	<u>14,000</u>	<u>9,500</u>	<u>23,500</u>
SERVICES	<u>0</u>	<u>0</u>	<u>0</u>
OTHER	<u>4,000</u>	<u>3,500</u>	<u>7,500</u>
TOTAL DIRECT COSTS	\$ <u>45,388</u>	\$ <u>77,164</u>	\$ <u>122,552</u>
INDIRECT COSTS	\$ <u>3,808</u>	\$ <u>9,849</u>	\$ <u>13,657</u>

TOTAL PROJECT COSTS \$ 136,209

AMOUNT OF CASH-MATCH \$ 87,013

AMOUNT OF IN-KIND CONTRIBUTIONS \$ _____

TOTAL AMOUNT OF MATCH (CASH & IN-KIND CONTRIBUTIONS) \$ 87,013

AMOUNT REQUESTED FROM IMLS, INCLUDING INDIRECT COSTS \$ 49,196

PERCENTAGE OF TOTAL PROJECT COSTS REQUESTED FROM IMLS 36 %
(MAY NOT EXCEED 50%)

Have you received or requested funds for any of these project activities from another federal agency?
(Please check one) ☐ Yes ☒ No

If yes, name of agency _____

Request/Award amount _____

Project Budget Form

SECTION 2: DETAILED BUDGET

Year ☒ 1 ☐ 2 ☐ 3 - Budget Period from 9 / 1 / 05 to 8 / 1 / 06

Name of Applicant Organization Amazement Square, The Rightmire Children's Museum

IMPORTANT! READ INSTRUCTIONS ON PAGES 3.4-3.5 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	(1)	10% @ \$85,000	0	\$8,500	\$8,500
<u>[REDACTED]</u>	(1)	20% @ \$41,000	0	\$8,200	\$8,200
<u>[REDACTED]</u>	(1)	20% @ \$24,000	0	\$4,800	\$4,800
<u>[REDACTED]</u>	(1)	10% @ \$25,000	0	\$2,500	\$2,500
TOTAL SALARIES AND WAGES \$			0	\$24,000	\$24,000

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	(1)	\$10/hr x 350 hrs	\$3,500	0	\$3,500
<u>[REDACTED]</u>	(1)	\$10/hr x 350 hrs	\$3,500	0	\$3,500
<u> </u>	()				
<u> </u>	()				
TOTAL SALARIES AND WAGES \$			\$7,000	0	\$7,000

FRINGE BENEFITS

RATE		SALARY BASE	IMLS	APPLICANT	TOTAL
13	% of \$	\$24,000	0	\$3,120	\$3,120
8	% of \$	\$7,000	\$560	0	\$560
	% of \$				
TOTAL FRINGE BENEFITS \$			\$560	\$3120	\$3,680

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	No. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	\$50/hr	80 hrs	\$3,000	\$1,000	\$4,000
<u> </u>					
<u> </u>					
TOTAL CONSULTANT FEES \$			\$3,000	\$1,000	\$4,000

TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	TOTAL
School/Amaze	(90) (22)	\$148 x 22	\$3,256	\$2,000	\$1,256	\$3,256
Amaze/School	(5) (22)	\$10 x 22	\$220	0	\$220	\$220
<u> </u>	() ()					
<u> </u>	() ()					
TOTAL TRAVEL COSTS \$				\$2,000	\$1,476	\$3,476

Project Budget Form

SECTION 2: DETAILED BUDGET CONTINUED

Year ☒ 1 ☐ 2 ☐ 3

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
Hands-on Exhibits & Adaptive Technology	Based on manufacturer's published prices and fabrication catalogue			
		\$9,000	\$6,000	\$15,000
TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT \$		\$9,000	\$6,000	\$15,000

SERVICES

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
TOTAL SERVICES COSTS \$				

OTHER

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
Supplies, Photography Educational Materials				
	\$2,000	\$1,000	\$1,000	\$2,000
TOTAL OTHER COSTS \$		\$1,000	\$1,000	\$2,000

TOTAL DIRECT PROJECT COSTS \$	22,560	36,596	59,156
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INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 3.5.)

Applicant organization is using:

- ☒ A. An indirect cost rate which does not exceed 15 percent of modified total direct costs charged to IMLS.
☐ B. Federally negotiated indirect cost rate (see page 3.5).

Name of Federal Agency Expiration

Date of Agreement

Rate base Amount(s)

15 % of \$ 40,156 = \$ 6,023

	IMLS	Applicant	Total
C. Total Indirect Costs	\$ 1,584	\$ 4,439	\$ 6,028

Project Budget Form

SECTION 2: DETAILED BUDGET

Year ☐ 1 ☒ 2 ☐ 3 - Budget Period from 9 / 1 / 06 to 9 / 30 / 07

Name of Applicant Organization Amazement Square, The Rightmire Children's Museum

IMPORTANT! READ INSTRUCTIONS ON PAGES 3.4-3.5 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	(1)	10% @ \$90,000	0	\$9,000	\$9,000
<u>[REDACTED]</u>	(1)	20% @ \$44,000	0	\$8,800	\$8,800
<u>[REDACTED]</u>	(1)	20% @ \$26,000	0	\$5,200	\$5,200
<u>[REDACTED]</u>	(1)	10% @ \$27,000	0	\$5,400	\$5,400
TOTAL SALARIES AND WAGES \$			0	\$28,400	\$28,400

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	(1)	\$13/hr x 350 hrs	\$4,550	0	\$4,550
<u>[REDACTED]</u>	(1)	\$13/hr x 350 hrs	\$4,550	0	\$4,550
<u> </u>	()				
<u> </u>	()				
TOTAL SALARIES AND WAGES \$			\$9,100	0	\$9,100

FRINGE BENEFITS

RATE		SALARY BASE	IMLS	APPLICANT	TOTAL
13	% of \$	\$28,400	0	\$3,692	\$3,692
8	% of \$	\$9,100	\$728	0	\$728
	% of \$				
TOTAL FRINGE BENEFITS \$			\$728	\$3,692	\$4,420

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	NO. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	TOTAL
<u>[REDACTED]</u>	\$50/hr	80 hrs	\$3,000	\$1,000	\$4,000
<u> </u>					
<u> </u>					
<u> </u>					
TOTAL CONSULTANT FEES \$			\$3,000	\$1,000	\$4,000

TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	TOTAL
School/Amaze	(90) (22)	\$148 x 22	\$3,265	\$2,000	\$1,256	\$3,256
Amaze/School	(5) (22)	\$10 x 22	\$220	0	\$220	\$220
<u> </u>	() ()					
<u> </u>	() ()					
TOTAL TRAVEL COSTS \$				\$2,000	\$1,476	\$3,476

Project Budget Form

SECTION 2: DETAILED BUDGET CONTINUED

Year ☐ 1 ☒ 2 ☐ 3

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
Hands-on exhibits and Adaptive Technology	Based on manufacturer's published prices and fabrication catalogue			
		\$5,000	\$3,500	\$8,500
TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT \$		\$5,000	\$3,500	\$8,500

SERVICES

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
TOTAL SERVICES COSTS \$				

OTHER

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
Supplies, Photography Print of Final Report and Distribution				
	\$5,500	\$3,000	\$2,500	\$5,500
TOTAL OTHER COSTS \$		\$3,000	\$2,500	\$5,500

TOTAL DIRECT PROJECT COSTS \$	\$22,828	\$40,568	\$63,396
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INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 3.5.)

Applicant organization is using:

- ☒ A. An indirect cost rate which does not exceed 15 percent of modified total direct costs charged to IMLS.
☐ B. Federally negotiated indirect cost rate (see page 3.5).

Name of Federal Agency Expiration

Date of Agreement

Rate base Amount(s)

15 % of \$ 50,896 = \$ 7,634

IMLS Applicant

Total

C. Total Indirect Costs

\$ 2,224 \$ 5,410

\$ 7,634

BUDGET JUSTIFICATION

As a part of its mission and Long Range Plan, Amazeement Square had already made a significant commitment to serving individuals with disabilities even before the creation of its partnership efforts with the Laurel Regional School. In 2001-02, the museum secured two grants for \$60,000 from Centra Health of Central Virginia and GE Financial as seed money for this program its supporting exhibition (for which funding was secured through the museum's Capital Campaign). Since 2003, Genworth has been supporting the partnership through an annual \$25,000 grant.

The museum's Director, who has had 18 years of university and private museum experience and has directed a number of nationally-funded exhibitions and educational projects in Missouri, Seattle and Virginia, will have oversight of the program and its budgetary activities and will continue to seek long-term funding for the program.

The museum's Director of Education, [REDACTED], with the assistance of two senior program staff, [REDACTED] and [REDACTED] will play a prominent role in developing, implementing and facilitating classroom sessions, museum visits, the evaluation process and training of staff and student volunteers for the program.

The museum's Director of Education, the Project Coordinator for this partnership, who also co-curated the *Everyone is Special* exhibition with the museum's Director, has had extensive experience working with individuals with special needs and has been a mentor for students/interns from Lynchburg College's Department of Special Education. To enable her to commit the necessary time to this project, in 2004 Amazeement Square promoted/expanded the part-time duties of the museum's School Tour Coordinator [REDACTED] to full time status to include outreach programs. Subsequently, [REDACTED] received special training in order to have an active role in the Laurel School outreach program. [REDACTED], who has been with the museum for the past two years as the Program Coordinator, assists with the facilitation of the Laurel students' museum visits and in collecting data for the evaluation process of their visits.

Other project personnel listed in the budget, [REDACTED] and [REDACTED] (who are completing MA's in Counseling at Lynchburg College) will participate in the facilitation of the museum-related programmatic activities, which are very staff intensive due to the dynamics of participating students.

The project's consultant, [REDACTED] will assist Laurel Scholl teachers and counselors in training museum staff how to communicate with children with special needs most effectively. She will also play an active role in evaluating programmatic activities of the partnership and helping to develop new ways of reaching and connecting with students, as well as in the evaluation report/publication.

The Laurel School administration views the time that is spent by Laurel School teachers and counselors on the *Everyone is Special* Partnership as an extension of their regular responsibilities, therefore the time committed by personnel of the Laurel School is not reflected in the budget. If a value was to be associated with this in-kind service, it would no doubt be comparable to what the museum is committing to the partnership over its three-year period.

The major expenses associated with the project are the acquisition of special equipment listed below and the transportation related to museum visitation that requires student groups (by age category and level assisted help) to travel on separate buses. The scope of the multidisciplinary and sensory hands-on objects reflects the diverse educational needs of the Laurel Regional School students. This equipment, while costly, is essential to the success of the program and to further enhancing the students' visits to the museum. Additionally, they will provide new and stimulating experiences for them that otherwise would not be possible. The museum's commitment to investing significant annual funds to this budgetary component is yet again a reflection of its overall commitment to the importance of this partnership program.

Year 1

Snoezelen Environment – Total: \$6,700

Snoezelen Starter and Add-on Kit \$5,100

Snoezelen Effect Projector, Wheels and Wheel Rotator \$1,600

Water Works – Total: \$4,550

Bubble Columns \$1,550

Spa in a Box \$2,000

Water Table \$1,000

Creative Movement – Total: \$3,300

Soft Play Area Blocks \$2,000

Textured Wall \$1,300

Shipping Expenses – Total: \$450

Year 2

Adaptive Musical Instruments and Equipment – Total: \$2,750

Percussion Quartet with Switches \$1,750

Electronic Organ with Switches \$1,000

Adaptive Art Equipment and Supplies – Total: \$5,000

Adaptive Garden – Total: \$500

Shipping Expenses – Total: \$250